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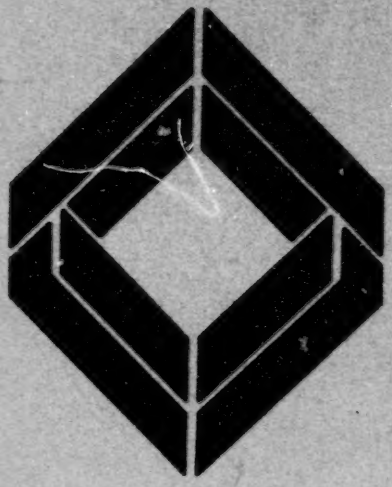
ABSTRACT

As part of a larger State survey of public attitudes toward libraries in Colorado conducted in 1973, this report presents data gathered from interviews with a subsample of 154 secondary school, college, junior college, and university students. The initial section of this report deals with how, when, and why students use all types of libraries. The next three sections focus on student evaluations of the libraries available through their schools and their evaluations of the local public libraries available to them. Section 5 focuses on particular public library services, including a number of proposed services which are examined for student perceptions of availability, use, or potential usefulness. The following section deals with student attitudes toward libraries in general and the purpose libraries should fulfil. The last section reports findings on types of information which students feel are useful or desirable to have available, as well as their tendency to use a library for any of their information needs on a particular topic. (Author/SL)

A SURVEY OF THE ATTITUDES, OPINIONS AND BEHAVIOR OF CITIZENS OF COLORADO WITH REGARD TO LIBRARY SERVICES

Volume 2

SECONDARY SCHOOL AND COLLEGE STUDENT SUMMARY



Colorado State Library

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VOLUME TWO

SECONDARY SCHOOL AND
COLLEGE STUDENT SUMMARY

Prepared for:

COLORADO STATE LIBRARY

Colorado Market Research Services, Inc.
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INTRODUCTION TO THE PROJECT

The following report, the second volume of a five part series, is based on a survey designed to reflect the opinions and attitudes of the people of Colorado with regard to the libraries in the state. The overall objective of the survey was to aid the Advisory Committee of the Colorado Council for Library Development in their revision of the Colorado Plan for Library Development by providing the opinions, attitudes, and reported behavior of the citizens of the state concerning information needs and libraries. Of particular interest were the following general topics:

* The information needs of the people of Colorado
* Usage and non-usage of library services in the state
* Availability and evaluations of public libraries and particular library services, either currently existing or proposed
* General attitudes toward libraries and the purposes the people of Colorado feel libraries should have

Personally interviewed during the course of the study was a base sample of 804 Coloradans across the state, supplemented by 102 additional interviews in the area of the Western Slope regional systems and an additional 100 interviews with secondary school and college students in the state. These supplements to the base sample were conducted in order to provide larger sub-samples of students and the general population in the Western Slope areas, where a pure probability sample would yield too few respondents for reasonable analysis. Supplemental interviews are used only in the analysis of these sub-groups and are not included in the statewide totals, due to the bias that would occur.

In total, 1,006 personal interviews were conducted with a cross-section of the state's population according to an area probability sample. These interviews were conducted between July 12th and August 22nd, 1973. Technical details of the sampling, questionnaire, tabulation and written reports appear in the Technical Appendix, under separate cover.

INTRODUCTION TO THE SECONDARY SCHOOL STUDENT AND COLLEGE STUDENT SUMMARY

The following report is prepared to examine students' responses in the survey, including secondary school students and college, junior college and university students. Tables included in this column are similar to those presented in the general statewide summary (Volume 1) but reflect the responses of both of these student classifications and occasionally the responses of non-students for comparison.

The initial section of this report deals with student usage of libraries of all types -- public, secondary school, college, and private or special libraries. Primary emphasis is on the different types of libraries used by the students, how they are used, and in some cases, why particular libraries are not used.

The next two sections focus on secondary school students and college or university students, respectively, and their evaluations of libraries available through their schools. The fourth section concerns both types of student evaluations of local public libraries available to them.

Section five centers on particular public library services, including a number of proposed services which are examined for student perceptions of availability, use, or potential usefulness. The section that follows deals with student attitudes toward libraries in general, including likes and dislikes as well as the purposes which students feel libraries should fulfill.

The last section reports the findings with regard to the types of information which students feel are useful or desirable to have available, as well as their tendency to use a library for any of their information needs on a particular topic.

At this point the reader should keep in mind the population distribution in the state, upon which the sample and these current analyses are based. Table INTRO - 1 shows the distribution of the state's population among the current regional systems of the state library. A majority of the state's population resides in the Central System, including mainly the Denver-Boulder metropolitan area and a few less-populated surrounding counties. Other sizable proportions of the state's population reside in the Plains and Peaks System (including the Colorado Springs metropolitan area), and the Arkansas Valley System (including Pueblo and numerous southeastern counties) and the High Plains System (with Fort Collins, Greeley, and a broad area of northeastern Colorado).

The three Western Slopes systems -- Three Rivers in the northwest, Pathfinder in the central-west, and Southwest -- together represent a population approximately equal to any one of the eastern systems with the exception of the Central System. Since each of these systems would yield so few interviews in the basic area probability sample, additional interviews were obtained for use in regional analyses.

One additional aspect of the survey should be discussed at this point. In the original design, it was assumed that status as a student would have a major influence in library usage and information needs. The sample was designed, therefore, to obtain appropriate proportions of secondary school students, college students, and non-students. Based on available information, Table INTRO - 2 shows the student status of that portion of the state's population which is 13 years of age or older.

As was the case with the Western Slope Systems, the student sample was supplemented to include an additional 100 interviews distributed according to population across the state.

Computations to represent the students of Colorado utilize the natural proportion of students that fell into the base sample, combined with the results of the supplementary student sample. The resulting sub-samples of secondary school and college students are geographically spread as in the general population of the state, as shown in Table INTRO - 3.

For a number of reasons, it was decided early in the survey planning to exclude from examinations the sub-teens. Both pre-school and elementary school children could not be questioned along lines comparable to those for teenagers and adults. An examination of information needs, library habits and attitudes for these age groups should be done through an entirely separate study, specifically designed and executed to obtain these data.

As such, there are few references in this study to possible usage of libraries by pre-school or elementary school children. This aspect of library services should not be forgotten, although this survey is concerned with teenage and adult behavior and attitudes.

Tables INTRO - 4 and INTRO - 5 further describe the student sub-sample used in these analyses, in terms of sex, annual household income, occupation of household head, racial/ethnic group, and student grade level or class in school.

TABLE INTRO - 1

POPULATION AND SURVEY SAMPLING OF THE REGIONAL LIBRARY SYSTEMS DESIGNATED BY THE COLORADO STATE LIBRARY

REGIONAL SYSTEM	COLORADO POPULATION (% 1970)	NUMBER IN STATEWIDE SAMPLE	PERCENT OF STATEWIDE SAMPLE (%)	GEOGRAPHIC OVERWEIGHT	TOTAL INTERVIEW OBTAINED (%)
Central	56.3	452	56.2	-	452
Plains & Peaks	11.3	89	11.1	-	89
Arkansas Valley	10.4	85	10.6	-	85
High Plains	11.2	90	11.2	-	90
Three Rivers	2.9	25	3.1	36	61
Pathfinder	4.5	34	4.2	31	65
Southwest	3.4	29	3.6	35	64
	100.0	804	100.0	102	906

TABLE INTRO - 2

STUDENT STATUS OF COLORADO POPULATION (13 AND OVER) AND SURVEY SAMPLE

	COLORADO POPULATION (%)	NUMBER IN STATEWIDE SAMPLE	PERCENT OF STATEWIDE SAMPLE (%)	STUDENT OVERWEIGHT	TOTAL (%)
OUT OF SCHOOL	83.3	650	80.9	-	650
SECONDARY SCHOOL STUDENTS	11.0	112	13.9	44	156
COLLEGE STUDENTS	5.2	42	5.2	56	98
	100.0	804	100.0	100	904

TABLE INTRO - 3

STUDENT AND NON-STUDENT SUB-SAMPLES
IN STATEWIDE SURVEY BY REGIONAL SYSTEM

REGIONAL SYSTEM	COLORADO POPULATION (1970 %)	TOTAL SECONDARY SCHOOL STUDENTS (N)	SECONDARY SCHOOL STUDENTS (%)	COLLEGE STUDENTS TOTAL (N)	COLLEGE STUDENTS (%)
Central	56.3	84	53.8	54	55.1
Plains & Peaks	11.3	15	9.6	9	9.1
Arkansas Valley	10.4	15	9.6	10	10.2
High Plains	11.2	25	16.0	15	15.3
Three Rivers	2.9	3	1.9	3	3.0
Pathfinder	4.5	9	5.8	3	3.0
Southwest	3.4	5	3.2	4	4.0
	100.0	156	100.0	98	100.0

TABLE INTRO - 4

DEMOGRAPHIC PROFILE OF STUDENT AND NON-STUDENT SUB-SAMPLES

	SECONDARY SCHOOL STUDENTS (%)	COLLEGE STUDENTS (%)	ADULT NON-STUDENT (%)
SEX: Male	62	45	45
Female	38	55	55
	100	100	100
YEARLY HOUSEHOLD INCOME:			
Under $ 5,000	11	11	16
$ 5.000 - $11,999	33	32	42
$12,000 - $15,999	18	23	20
Over $16,000	20	30	14
Refused	18	4	8
	100	100	100
OCCUPATION OF HOUSEHOLD HEAD:			
Business/Professional	9	15	7
Sub-Professional	17	28	20
White Collar	20	20	15
Bule Collar	22	14	27
Semi-Skilled	18	8	15
Unskilled	7	5	10
Other/Refused	7	10	6
	100	100	100
RACIAL ETHNIC:			
White Anglo	87	90	86
Spanish	10	5	11
Black	2	3	2
American Indian/Other	1	2	1
	100	100	100

TABLE INTRO - 5

GRADE LEVEL OR CLASS OF STUDENT SUB-SAMPLES

	SECONDARY SCHOOL STUDENTS (%)		COLLEGE STUDENTS (%)
GRADE LEVEL:		CLASS:	
7th or 8th	31	Freshman/Sophomore	36
9th or 10th	46	Junior/Senior	34
11th or 12th	23	Graduate Student	25
		Special/Other	5
	100		100

I LIBRARY USAGE BY COLORADO STUDENTS

A. Frequency of Usage of the Types of Libraries

The various types of libraries across the state can be grouped into one of four classifications, as was done in the design of this study. First, there are the public libraries, supported by public funds and providing free services to all residents of a community. Public and private secondary school libraries are another category in that their primary duty is to provide service to their students and faculty, as also do the public or private college and university libraries.

The fourth category, called special libraries, includes all other collections of library materials administered as a library. This category includes the private collections of corporations; federal, state and local governmental agencies; and organizations such as churches or clubs. Access to such collections is usually limited and such libraries may be geared to particular topic areas. Table I - 1 presents the results of a series of questions asked of students concerning their usage of various types of libraries.

Four out of five secondary school students report usage of public libraries at least yearly, with over two-fifths reportably using public libraries at least once a year but less often than monthly. The remaining two-fifths of the secondary school students used public libraries at least monthly.

For secondary school libraries, only eight percent of these students reported not using their school library with an additional thirteen percent using these facilities less frequently than once a month. Just less than half of the secondary school students interviewed used their school library three or more times a month.

Secondary school students reported sparse usage of college or special libraries. In both cases, secondary school students usage at least once a year was only seven percent. When usage was reported it was generally with a frequency of one to three times a year.

Among college students a somewhat small proportion could be classified as users of public libraries (71% use a public library at least yearly as opposed to 80% of the secondary school students). However, the proportion of college or

TABLE I - 1

OVERALL FREQUENCY OF USAGE FOR TYPES OF LIBRARIES
BY STUDENT STATUS

	PUBLIC LIBRARY (%)	SECONDARY SCHOOL LIBRARY (%)	COLLEGE LIBRARY (%)	SPECIAL LIBRARY (%)
SECONDARY SCHOOL STUDENTS:				
USE LESS THAN ONCE A YEAR	20	8	93	94
USE: 1 - 3/year	20	7	5	3
4 - 6/year	21	6	1	1
monthly	15	13	1	1
2 - 3/month	14	20	-	-
more than 3/month	10	46	-	1
	100	100	100	100
COLLEGE STUDENTS:				
USE LESS THAN ONCE A YEAR	29	95	20	88
USE: 1 - 3/year	13	1	7	4
4 - 6/year	19	-	7	2
monthly	15	-	11	2
2 - 3/month	9	1	11	1
more than 3/month	15	3	44	3
	100	100	100	100
ADULT NON-STUDENT:				
USE LESS THAN ONCE A YEAR	51	96	89	87
USE: 1 - 3/year	13	1	4	4
4 - 6/year	10	*	2	2
monthly	13	1	2	3
2 - 3/month	7	*	*	1
more than 3/month	6	2	2	3
	100	100	100	100

* LESS THAN .5%

TABLE I - 2

STUDENT USAGE (AVERAGE OF AT LEAST ONCE A YEAR)
OF FOUR TYPES OF LIBRARIES BY GRADE LEVEL OR CLASS

	PUBLIC LIBRARY (%)	SECONDARY SCHOOL LIBRARY (%)	COLLEGE LIBRARY (%)	SPECIAL LIBRARY (%)
SECONDARY SCHOOL STUDENTS	80	92	6	6
LAST GRADE LEVEL:				
7 - 8	80	92	2	6
9 - 10	79	93	3	6
11 - 12	83	91	20	9
ALL COLLEGE STUDENTS	71	5	81	14
CLASS:				
Freshman/Sophomore	68	3	79	12
Junior/Senior	70	-	91	12
Graduate Student	79	14	72	17

university students who said they used public libraries at least monthly (39%) is equal to the proportion of secondary school students who reported such frequent usage. The college and university students are only slightly less likely to be occasional users of public libraries (using such services at least yearly but not as much as monthly).

Secondary school libraries are rarely used by college students -- the major exception being secondary school teachers who are also college students. In usage of their own school libraries, 44% of the college students reported usage three or more times a month, and another 22% used their school library at least monthly. Use of special libraries is reported by college students at a rate approximately equal to that of the non-student adults and about twice that of high school students.

Table I - 2 further examines student usage of these four types of libraries by grade level or class. In this table, the proportion of students who report at least yearly usage appears for both types of students, as well as for the grade or class divisions.

For secondary school students, usage of both public and secondary school libraries is consistent across various grade levels. Somewhat higher usage of college or university libraries is reported by the upper level students -- the high school juniors and seniors.

The college student sample is too small to draw particular conclusions, but a slightly higher usage of public and special libraries among upper level students is indicated. Secondary school library usage among college students is primarily among graduate students who are also teachers at secondary schools. Use of their own college library appears higher among college juniors and seniors.

B. Student Usage of Public Libraries

Seventy-one percent of the college students and eighty percent of the secondary school students interviewed reported using public libraries at least once a year. Both types of students have a greater tendency to use their school library, and to use it more frequently than public libraries.

In further questions on the particular services of the public library most frequently used, both college and secondary school students mentioned loans and in-library reference work. Although both of these services were frequently reported, college students were slightly more apt to mention reference work, while high school students more frequently reported checking out materials.

Other uses mentioned by less than one-tenth of the students included leisure reading in the library -- simply browsing -- and the use of a public library for a work atmosphere. Other questions, reported in Section IV and V, deal with usage of more specific services of the public library and evaluation of locally available services by students.

At this time, those students who reported not using public libraries will be discussed. As with the adult non-students, both secondary (20%) and college (29%) students who reported using public libraries an average of less than one a year were asked the reason for this non-use. In open questioning, the most frequent reason given by secondary school students were that using the public library seldom occurred to them, that they used some other library (presumably at school) or that they lacked the time to use a public library. Lower proportions of secondary school students mentioned doing very little reading, problems in transportation, or confusion about how to use a public library.

College student non-use, on the other hand, primarily mentioned the use of another library as making trips to the public library unnecessary. At a much lower level, such reasons as lack of salience, time, transportation, or procedural knowledge were given.

Students were further probed by a series of projected reasons for their lack of use of public libraries, and the results of these questions among students are presented in Table I - 3 and I - 4.

TABLE I - 3

PROJECTED REASONS FOR NON-USE OF PUBLIC LIBRARY AMONG SECONDARY SCHOOL STUDENTS WHO USE A PUBLIC LIBRARY LESS THAN ONCE A YEAR

	APPLIES	DOES NOT APPLY	DON'T KNOW	TOTAL
I use a library other than the public library.....(%)	70	30	-	100
I do very little reading .....(%)	68	32	-	100
I don't ever think of going to the library .....(%)	47	53	-	100
I'm usually too busy to use a library .....(%)	39	58	3	100
I just don't like using a library due to all the problems like finding things, bringing them back, and paying fines .....(%)	32	65	3	100
There isn't much at the library that I need or want .....(%)	30	67	3	100
The library is just too far away for me to use .....(%)	29	58	13	100
Transportation to the library is a problem for me .....(%)	27	70	3	100
I'd rather buy materials than borrow them .....(%)	26	68	6	100
The people at the library are not helpful .....(%)	6	81	13	100
Due to my physical condition, it is difficult for me to use the library .....(%)	6	94	-	100
The hours the library are open are not convenient for me .....(%)	3	71	26	100

TABLE I - 4

PROJECTED REASONS FOR NON-USE OF PUBLIC LIBRARY AMONG COLLEGE STUDENTS WHO USE A PUBLIC LIBRARY LESS THAN ONCE A YEAR

	APPLIES	DOES NOT APPLY	DON'T KNOW	TOTAL
I use a library other than the public library .....(%)	71	25	4	100
I'd rather buy materials than borrow them .....(%)	36	64	-	100
There isn't much at the library that I need or want .....(%)	21	79	-	100
I don't ever think of going to the library .....(%)	21	79	-	100
The library is just too far away for me to use .....(%)	18	67	14	100
The hours the library are open are not convenient for me .....(%)	18	71	11	100
I'm usually too busy to use a library .....(%)	18	82	-	100
Transportation to the library is a problem for me .....(%)	14	82	4	100
I just don't like using a library due to all the problems like finding things, bringing them back, and paying fines .....(%)	14	86	-	100
I do very little reading .....(%)	11	89	-	100
The people at the library are not helpful .....(%)	7	79	14	100
Due to my physical condition, it is difficult for me to use the library .....(%)	-	100	-	100

For both types of students, usage of another library is the most frequently agreed to reason for not using a public library. In the case of secondary school student non-users, however, two-thirds also said that they do little reading. Between one-half and one-quarter of these secondary school students also felt that their own lack of salience, competing activities, procedural problems, distance and transportation, and lack of materials of interest were reasons. About a quarter of these students also said they preferred to buy materials, and few reported physical difficulties, inconvenient hours, or public library staff as reasons.

For college students the major reason for non-use -- using another library -- remains the same. Preference for buying materials rather than borrowing was next most frequently mentioned (36%). Agreement with others of the wide range of possible reasons presented was much lower than that reported by secondary school students.

It is interesting to note that two-thirds of the secondary school students gave limited reading as a reason, while only one-tenth of the college students would agree to this. College students, on the other hand, were more likely to prefer the purchase of materials, and give this as a reason for not using public libraries.

C. Student Usage of Secondary School Libraries

Some regular usage of secondary school libraries -- using an average of once a month or more -- is characteristic of four-fifths of the secondary school students interviewed. An additional thirteen percent used their secondary school library one to six times a year, and only eight percent reported no use.

These students reported usage of their school library along similar lines to those reported for the public library, with some slight variation. Use of both public and school libraries for reference or research received approximately equal mention, while the school library was less frequently mentioned in terms of circulation services. Mention of the school library as a place for browsing and leisure, and also for a work atmosphere, however was more common.

Those few secondary school students who said they did not use their secondary school library were further asked why this was the case, and what library they used (if any). In a few cases, the reasons given had nothing to do with the school library or its personnel. Students did not have a school library to use due to construction of new facilities, or they believe the school library was not available to them as part-time students.

Among the non-using students who had access to a school library, the primary reasons were the lack of materials which were current, of interest, or adequate for their studies. A number of comments were directed toward the personnel in the secondary school libraries, to the effect that there was little help offered to students in finding what they needed, and direct clashes with library personnel. As perhaps a related factor, overcrowding and excessive regimentation were also reasons for not using a secondary school library.

These students who did not use their school library predominately turned to the public library for their needs. Only one mentioned the use of a college library as replacing their secondary school library, and one admitted no usage of any type.

Further discussion of the relationship between secondary school students and their school libraries is included in Section II.

Few college or university students reported using secondary school libraries, but those who did use this type of library did so primarily for research and reference, with some mention of circulation and non-informational services such as photocopy.

D. Student Usage of College Libraries

Among college students, usage of college libraries is only slightly less frequent than was the case with secondary school student usage of secondary school libraries. Over two-thirds of the college students interviewed reported using their college library at least monthly, with usage at least weekly being the usual case. An additional fourteen percent reported usage less than monthly but at least yearly, while one-fifth reported not using their college libraries.

Among college student users, research or reference was the primary service used. Much less frequently mentioned were the circulation services or using the library as a work atmosphere. (Circulation was more frequently mentioned as a usage of their public, rather than their college library.)

College students who did not use their college library gave a number of reasons for this, most of which related to the library not being available or convenient for their use. Such conditions as being a part-time student, taking courses through extension programs, or being enrolled but attending another school would make usage of the library at the college less feasible.

College students also mentioned preference for purchasing materials, and studies which required little reference or research work as reasons for not using the college library.

A little less than half of these college students reported using no library in place of the college library. Those who did turn to another (usually more convenient) source, turned to the public library -- or to a lesser degree, special or secondary school libraries.

As mentioned previously, few secondary school students reported using college libraries. Among those who did, use was usually infrequent, and centered mainly on reference services, and use of the work atmosphere created.

E. Student Usage of Special or Private Libraries

Approximately one-eighth of the college students and one-twentieth of the secondary school students interviewed used a special or private library, including governmental, industrial, or organizational libraries. Although these bases are small and offer no clear picture of the mode of usage, college student usage of special libraries centered on reference, while for secondary school students the predominant usage reported was circulation.

F. The Importance of Selected Factors In Library Usage

College and secondary school students who used any of the four types of libraries were asked to rate the importance to them of a series of factors related to library usage. The results appear in Table I - 5.

College students considered convenience of hours, as well as depth and breadth of the collection itself, as particularly important. Only slightly less important was personnel, which half of the college students rated as very important to them when they used a library. Surroundings and simplicity of procedures were rated by a third as very important, while only one-fifth felt that physical access was of such importance.

Secondary school students by contrast, most frequently cited helpful personnel as a very important factor, followed closely by depth and breadth of collection. Convenient hours, simple procedures, and physical surroundings were less frequently cited as very important, while ease of access was again least often mentioned.

While all of the factors are important to both types of students in their library usage, some differences are evident. For the college student, availability in terms of

TABLE I - 5

RATING OF IMPORTANCE OF SELECTED FACTORS IN LIBRARY USAGE
BY SECONDARY SCHOOL STUDENTS AND COLLEGE STUDENTS

		VERY IMPORTANT	IMPORTANT	NOT IMPORTANT	DON'T KNOW	TOTAL
Having a broad collection on a variety of topics	(S.S.Stu.) %	47	45	8	-	100
	(Col.Stu.) %	64	31	4	1	100
Having a lot of materials on a single topic of interest to you	(S.S.Stu.) %	45	48	7	-	100
	(Col.Stu.) %	62	36	1	1	100
Having people available and willing to help you find whatever you need	(S.S.Stu.) %	50	45	5	-	100
	(Col.Stu.) %	51	42	6	1	100
Convenient hours	(S.S.Stu.) %	36	58	6	-	100
	(Col.Stu.) %	65	34	-	1	100
Simple procedures for checking out and returning materials	(S.S.Stu.) %	32	60	8	-	100
	(Col.Stu.) %	36	52	11	1	100
Pleasing surroundings and comfortable atmosphere	(S.S.Stu.) %	29	56	15	-	100
	(Col.Stu.) %	38	48	13	1	100
Ease of getting to and from the library	(S.S.Stu.) %	19	57	24	-	100
	(Col.Stu.) %	22	58	19	1	100

time is a prime consideration, as well as the collection itself. Secondary school students, however, stress the importance of personnel, followed by the collections.

Further open-ended questioning on other factors of importance in students usage of libraries yielded an additional factor volunteered by over a quarter of the college students. For these students, ease of self-use -- being able to find it yourself -- was important. While this factor was mentioned by secondary school students too, it was volunteered about half as frequently.

G. Summary of Student Usage

In the design of the survey it was assumed that students would differ from non-students in the degree to which they used libraries, and the library services most frequently used. Such is the case, and both college and secondary school students are far more likely to use a library than non-student adults.

While secondary school students and college students are both relatively heavy users of the libraries at their respective institutions, there is apparently little cross usage of facilities. Instead, the public library is the next most frequently used type by both types of students. Both college and secondary school students are far more likely to use a public library than are adult non-students. For both types of students the public library serves as a back-up to the libraries at their institutions.

Many college students use public libraries for convenience, to do research work and also for circulation services. High school students are even more prone to public library usage, and there exists some indications that usage of public libraries is not merely a matter of convenience but rather a preference among some students. Further data on student satisfaction with school libraries -- both college and secondary schools -- is the topic of Sections II and III.

II SECONDARY SCHOOL STUDENTS EVALUTATIONS OF THEIR SCHOOL LIBRARIES

All secondary school students were asked a series of evaluative questions about their school libraries including an overall rating, ratings on particular aspects of secondary school library services, and suggestions for improving the library. The overall rating students gave their secondary school libraries appears in Table II - 1.

One-tenth of the students gave their library an "excellent" rating, while another three-tenths said "very good." Another three-tenths felt their school library was "good", while over a quarter would say "fair" or "poor." In the table there appears a slight tendency for upper level students (juniors and seniors) to be more critical of their school library.

Table II - 2 shows a number of ratings, arranged by a system giving the ratings a 1-to-5 weighting, from poor to excellent. For the first three -- easy procedures, reference section and the overall ratings, evaluations are approximately equal. In the next three aspects -- having interesting non-study materials, being available, and having a helpful staff -- there were more "excellent" ratings, but at the same time there were a higher number of "poor" evaluations. By comparison, the quality of these three factors must vary a great deal from school to school. Being a comfortable and enjoyable place to study or read was the lowest of the seven tested, with 46% of the secondary school students judging their school as only "fair" to "poor."

Secondary school students were asked about improvements that they would suggest for their school library. The most frequently mentioned improvement concerned the staff of their school libraries, with comments indicating that students found their library staff less-than-helpful, or restrictive in their administration of the collection and facilities.

Mentioned with almost equal frequency was the request for a wider general collection. This factor, and the one preceding, were the two most frequently mentioned reasons given by students who did not use their school library, as discussed in Section I.

Physical facilities, furnishings, and the related concept of general atmosphere of the library were also mentioned by around one-fifth of the students as needing improvement. Reference

TABLE II - 1

SECONDARY SCHOOL STUDENTS OVERALL RATING
OF THEIR SCHOOL LIBRARY BY GRADE LEVEL

	ALL SECONDARY SCHOOL STUDENTS (%)	------GRADE LEVEL ------ 7-8 (%)	9-10 (%)	11-12 (%)
Excellent	10	14	11	3
Very Good	30	29	32	29
Good	30	31	29	31
Fair	20	20	18	23
Poor	7	6	4	14
Don't Know	3	-	6	-
	100	100	100	100

TABLE II - 2

SECONDARY SCHOOL STUDENTS RATINGS
OF THEIR SCHOOL LIBRARY ON SELECTED FACTORS

	EXCEL-LENT	VERY GOOD	GOOD	FAIR	POOR	DON'T KNOW	TOTAL
Being easy to use in terms of procedures.....(%)	10	28	41	15	5	1	100
Having good reference materials for study ....(%)	11	26	35	21	6	1	100
Overall rating .....(%)	10	30	30	20	7	3	100
Having material of interest besides study material .....(%)	13	25	28	21	11	2	100
Being available when you need it .....(%)	15	21	26	21	15	2	100
Courteous and helpful staff .....(%)	12	21	25	22	18	2	100
Being a comfortable and enjoyable place to study or read .....(%)	17	17	19	25	21	1	100

TABLE II - 3

SECONDARY SCHOOL STUDENTS SUGGESTIONS
FOR IMPROVING THEIR SCHOOL LIBRARIES *

	ALL SECONDARY SCHOOL STUDENTS (%)
Improve staff	31
Generally wider collection	28
Better physical facilities/appointments	21
Better atmosphere	17
Wider reference collection	12
Procedural suggestions	7
More non-study materials	6
Update materials	6
More hours	4
Other	5
No suggestions	18

* MULTIPLE RESPONSES

collections, which received more favorable ratings on direct questioning, were less frequently mentioned as needing improvement, as were library procedures. Having more non-study materials, updated materials and more convenient hours were volunteered as needed improvements by about one in twenty.

The following sections show comparable evaluations of college libraries by college students, as well as students ratings of public libraries. Based on the ratings given here, in comparison with those in the following section, secondary school libraries do not appear to be nearly so well regarded among their primary users.

III COLLEGE STUDENTS EVALUATIONS OF THEIR COLLEGE LIBRARIES

Table III - 1 shows the overall rating of college libraries given by the college students. A majority of these students would rate their school library as "excellent" or "very good", while only one-in-eight would rate the library as "fair" to "poor."

In the specific ratings, reference procedures and the overall ratings were approximately equal. Being available when needed and being a comfortable and enjoyable place to work drew more divergent ratings -- more "excellent" as well as "fair." Again, these two factors appear to vary more from library to library.

Judgements on staff were slightly lower than those given the above factors, and students ratings of their libraries as having interesting non-study materials was slightly lower.

By comparison to the same ratings given by secondary school students for their school libraries, these ratings are somewhat higher. For instance, none of these factors were rated as "fair" to "poor" by as much as a quarter of the college students. In the secondary school students rating of their libraries, this was the case with all factors except one, easy procedures.

Suggestions for improvement in their school library given by college students were wider general collection and better physical facilities, both volunteered by over one-quarter and one-third respectively. Other suggestions for improvements volunteered by more than one-in-ten included wider reference collections, improvements in library atmosphere, procedural suggestions and improvements in the staff. This latter suggestion was given three times more frequently by secondary school students with regard to their library and, while present among college students, the attitude seems far less prevalent.

As discussed in Section 1, college students were more likely to mention easy self-use of a library as a factor of importance in their use of libraries and thus may be less inclined to seek (or need) the help of library personnel. For secondary school students, personal assistance is of more relative importance, as reflected in their suggestions for improvement and their ratings of the importance of a helpful staff.

TABLE III - 1

COLLEGE STUDENTS OVERALL RATING
OF THEIR COLLEGE LIBRARIES BY CLASS

	ALL COLLEGE STUDENTS (%)	CLASS: FRESHMAN/ SOPHOMORE (%)	CLASS: JUNIOR/ SENIOR (%)	CLASS: GRADUATE/ SPECIAL (%)
Excellent	16	20	6	21
Very Good	39	44	43	31
Good	23	18	27	24
Fair	8	6	12	7
Poor	4	6	3	3
Don't Know	10	6	9	14
	100	100	100	100

TABLE III - 2

COLLEGE STUDENTS RATINGS OF THEIR
COLLEGE LIBRARIES ON SELECTED FACTORS

	EXCEL-LENT	VERY GOOD	GOOD	FAIR	POOR	DON'T KNOW	TOTAL
Having good reference materials for study ....(%)	19	35	26	6	4	10	100
Overall rating .....(%)	16	39	23	8	4	10	100
Being easy to use in terms of procedures ....(%)	18	33	26	7	5	11	100
Being available when you need it .....(%)	24	25	22	15	4	10	100
Being a comfortable and enjoyable place to study or read.....(%)	24	23	24	10	8	11	100
Courteous and helpful staff .....(%)	13	30	26	17	3	11	100
Having materials of interest besides study material .....(%)	10	22	26	20	3	19	100

TABLE III - 3

COLLEGE STUDENTS SUGGESTIONS
FOR IMPROVEMENT IN THEIR COLLEGE LIBRARIES *

	ALL COLLEGE STUDENTS (%)
Generally wider collection	27
Better physical facilities/appointments	21
Wider reference collection	15
Better atmosphere	12
Procedural suggestion	11
Improve staff	10
More hours	6
Update materials	5
More non-study materials	4
Other suggestions	4
No suggestion	24

* MULTIPLE RESPONSES

IV EVALUATIONS OF LOCAL PUBLIC LIBRARIES

In the two preceeding sections, the evaluations of two types of school libraries by their primary student users has been discussed. This section will examine the evaluations of both college and secondary school students with regard to local public library service available to them.

Table IV - 1 shows the responses of both types of students, (with adult non-students) concerning their knowledge of the availability of a public library. The remainder of this section deals with the responses of those who knew of a public library available for their use, including 96% of the secondary school and college students interviewed.

TABLE IV - 1

KNOWLEDGE OF LOCAL PUBLIC LIBRARY AVAILABILITY

Q. Do you know the location of the nearest public library that is available to you and your family - either a main library or a branch library?

(IF NO)
Do you know of a public library anywhere in this area that you and your family could use?

	STUDENT STATUS		
	SECONDARY SCHOOL STUDENTS (%)	COLLEGE STUDENTS (%)	ADULT NON-STUDENT (%)
KNOW LOCATION	93	89	88
KNOW OF ONE IN AREA	3	7	5
DO NOT KNOW OF ANY PUBLIC LIBRARY AVAILABLE	4	4	7
	100	100	100

TABLE IV - 2

PERCEPTIONS OF DISTANCE TO NEAREST PUBLIC LIBRARY
AND EASE OF GETTING THERE BY STUDENT STATUS

	STUDENT STATUS		
	SECONDARY SCHOOL STUDENT	COLLEGE STUDENT	ADULT NON-STUDENT
ESTIMATE OF DISTANCE TO NEAREST PUBLIC LIBRARY:			
Less than 1 mile	40	33	36
1 - 2 miles	24	22	24
2 - 3 miles	17	22	16
3 - 5 miles	11	14	15
5 - 10 miles	5	8	7
10 - 20 miles	3	1	2
Over 20 miles	-	-	*
	100	100	100
SUBJECTIVE JUDGEMENT ON EASE OF GETTING TO NEAREST PUBLIC LIBRARY:			
Very difficult	3	-	2
Somewhat difficult	8	4	8
Somewhat easy	30	26	18
Very easy	58	70	71
Don't know	1	-	1
	100	100	100

* LESS THAN .5%

As in the statewide survey, distance from the library and difficulty of getting to the library seem to be little barrier to public library usage. Of the two student groups, secondary school students were more likely to mention some difficulty, but such judgements were expressed by only about one-tenth of these students.

TABLE IV - 3

OVERALL RATING OF NEAREST PUBLIC LIBRARY

	STUDENT STATUS		
	SECONDARY SCHOOL STUDENTS (%)	COLLEGE STUDENTS (%)	ADULT NON-STUDENTS (%)
BASE RATING:			
Excellent	19	9	20
Very Good	47	26	31
Good	21	32	23
Fair	7	14	8
Poor	2	5	1
Don't know	4	14	17
	100	100	100
ADJUSTED RATING:			
Excellent	20	10	24
Very good	49	31	37
Good	22	37	28
Fair	7	16	10
Poor	2	6	1
	100	100	100

Table IV - 3 indicates students overall ratings of the public library available for their use, asked along lines similar to the ratings previously discussed for college and secondary school libraries. Secondary school students give public libraries noticeably higher ratings than do college students, with about two-thirds giving their local public library a rating of "excellent" or "very good." Among college students, however, only slightly more than one-third would rate their public library in this way, and about one-in-five would say "fair" to "poor."

The adjusted ratings which appear at the bottom of the table are the same ratings based on the number of individuals who responded, rather than the total. Such adjustments make the ratings that are given easier to compare, since the variation in non-response has been removed.

Table IV - 4 repeats these adjusted ratings giving public library, as compared to the ratings that these students give their respective school libraries. From these ratings it is apparent that secondary school students are generally more satisfied with their local public library than with the library offered at school. College students, however, give the local public library generally lower overall ratings than those given their college library.

TABLE IV - 4

STUDENTS OVERALL QUALITY RATING OF
NEAREST PUBLIC LIBRARY, AND SCHOOL LIBRARY

	SECONDARY SCHOOL STUDENTS RATINGS OF:		COLLEGE STUDENTS RATINGS OF:	
	PUBLIC LIBRARY (%)	(SECONDARY SCHOOL LIBRARY) (%)	PUBLIC LIBRARY (%)	(COLLEGE LIBRARY) (%)
BASE RATING:				
Excellent	19	(10)	9	(16)
Very good	47	(30)	26	(39)
Good	21	(30)	32	(23)
Fair	7	(20)	14	(8)
Poor	2	(7)	5	(4)
Don't know	4	(3)	14	(10)
	100	100	100	100
ADJUSTED RATING:				
Excellent	20	(10)	11	(18)
Very good	49	(31)	30	(43)
Good	22	(31)	37	(26)
Fair	7	(21)	16	(9)
Poor	2	(7)	6	(4)
	100	100	100	100

Table IV - 5 and IV - 6 show adjusted ratings given by secondary school and college students on a variety of dimensions with regard to locally available public library services. Both college and secondary school students see their public library as providing a good selection for children, and give generally favorable ratings to the staff. College students are more likely to rate their local library as nearby and easy to, while secondary school students -- for whom the problem of transportation exists more frequently -- rate physical accessability lower.

As compared to college students, secondary school students feel more satisfied with the range of materials offered and also give higher ratings to the width of local collections. Secondary school students rate the local public library higher than do the college students on the related concepts of having a good collection of interest to them and being a good library for students. Among college students, who may be considered more experienced with libraries, being easy to use receives higher ratings.

Both types of students agree on the quality of the facilities as relatively high, and the hours and services besides lending books as somewhat satisfactory.

In Table IV - 7, students judgements on the adequacy of local public libraries for the community are shown. As might be anticipated, secondary school students feel the local service is adequate by a margin of well over four to one. College students see more room for improvement, while the adult non-students, due to lack of familiarity with existing facilities, are more prone to decline a judgement.

From these data it appears that the two types of students have somewhat different orientation to the local public library. College students, who tend to evaluate their public library with reference to their school library, see it as primarily convenient but limited in collection. Their ratings tend to be generally lower than those given by secondary school students.

Secondary school students, who may also evaluate their public library in terms of their secondary school library, are relatively more satisfied with the holdings, but find it somewhat less convenient due to transportation problems. Both agree on the public library as having a good collection for children, and on the helpfulness of the staff.

TABLE IV - 5

SECONDARY SCHOOL STUDENTS RATINGS
OF LOCAL PUBLIC LIBRARY ON SELECTED FACTORS

ADJUSTED RATINGS:	EXCEL-LENT	VERY GOOD	GOOD	FAIR	POOR	TOTAL	NON-RESPONSE
Having a good selection of materials for children.....%	24	44	27	4	1	100	(13)
Having a wide selection of materials .....%	28	36	23	10	3	100	(7)
Having a courteous and helpful staff .....%	27	35	28	6	4	100	(8)
Having a comfortable and attractive building .....%	25	40	23	8	4	100	(3)
Being a good library for students .....%	24	38	26	9	3	100	(4)
Overall rating .....%	19	48	22	7	2	100	(4)
Having a good collection of materials that would interest me .....%	22	38	27	10	3	100	(6)
Being nearby and easy to get to .....%	24	28	33	12	3	100	(1)
Being easy to use in terms of procedures ...%	19	33	42	6	-	100	(5)
Being open during convenient hours .....%	12	33	36	13	5	100	(9)
Offering a variety of services besides lending books .....%	16	31	27	18	8	100	(15)

TABLE IV - 6

COLLEGE STUDENTS RATINGS OF LOCAL PUBLIC LIBRARY ON SELECTED RACTORS

ADJUSTED RATINGS:	EXCEL-LENT	VERY GOOD	GOOD	FAIR	POOR	TOTAL	NON-RESPONSE
Having a good selection of materials for children .....%	20	48	29	3	-	100	(35)
Being nearby and easy to get to .....%	28	33	31	7	1	100	(8)
Having a courteous and helpful staff .....%	24	42	26	5	3	100	(16)
Being easy to use in terms of procedures ...%	15	47	29	8	1	100	(17)
Having an attractive and comfortable building .....%	27	30	26	11	6	100	(12)
Having a wide selection of materials .....%	15	24	41	13	7	100	(17)
Offering a variety of services besides lending books .....%	13	30	34	15	8	100	(29)
Overall rating.....%	11	30	37	16	6	100	(14)
Being open during convenient hours .....%	14	29	27	22	8	100	(17)
Being a good library for children .....%	11	28	36	16	10	100	(17)
Having a good collection of materials that would interest me .....%	13	26	33	17	11	100	(17)

TABLE IV - 7

JUDGEMENTS ON ADEQUACY OF LOCAL PUBLIC LIBRARY

Q. In general, do you feel that this library is adequate for the community or that it needs improvements?

	STUDENT STATUS		
	SECONDARY SCHOOL STUDENTS (%)	COLLEGE STUDENTS (%)	ADULT NON-STUDENT (%)
BASIC RESPONSES:			
Adequate	78	51	49
Needs improvement	17	33	27
Don't know	5	16	24
	100	100	100
ADJUSTED RESPONSES:			
Adequate	82	61	64
Needs improvement	18	39	36
	100	100	100

V USAGE AND POTENTIAL USAGE OF SELECTED PUBLIC LIBRARY SERVICES BY STUDENTS

Students were asked a series of questions on a number of specific services, some available at practically all public libraries, others at only a few, and still others which were rarely, if ever, available. The basic question was as follows:

> Q. Public libraries offer a number of different services in different areas. I would like to read you a list of services provided by some libraries and ask you whether or not these are available in your area. The first one is _____: Do you know if this service is available at your local library? (IF AVAILABLE:) Have you ever used this service at your local library?

Table V - 1 shows both secondary school and college students responses to this question of availability. Remember that the responses given here are a reflection of the individuals perceptions of availability, rather than the fact of whether or not the service is available. Those services listed in this table are relatively common public library services, but may vary in actual availability in local libraries as well as perceived availability.

In the first column of each set is the proportion who reported that the service was available at their local library, and that they had used it at some time. The second column gives the proportion who also believed the service to be available, but who had not used it. The third column is the total of the preceeding two, or the total proportion which believe the service is available.

As compared with the adult non-student population (which will be considered in greater depth in the third volume of this series) student usage and perceived availability of the listed services is generally higher. Over four-fifths of both types of students have used the local public library for borrowing books, and over two-thirds have used the reference section. More detailed reference work -- such as using bibliographies or back issues of magazines -- is more frequently reported by college students, where such usage is over three-fifths. Similar reference work at a public library is reported by about half of the secondary school students.

TABLE V - 1

STUDENTS PERCEPTION OF THE LOCAL AVAILABILITY
OF RELATIVELY COMMON LIBRARY SERVICES, AND REPORTED USAGE

	SECONDARY SCHOOL STUDENTS			COLLEGE STUDENTS		
	HAVE USED (%)	HAVE NOT USED (%)	TOTAL AVAILABILITY (%)	HAVE USED (%)	HAVE NOT USED (%)	TOTAL AVAILABILITY (%)
Lending books and other publications....	87	10	97	80	9	89
Reference section to look up particular facts	69	19	88	71	13	84
Back issues of magazines for reference	52	26	78	64	23	87
Lists of materials on a topic and bibliographies	47	29	76	62	21	83
Photocopying machines for public use	43	17	60	51	14	65
Phonograph records that can be borrowed..	30	31	61	28	36	64
Obtaining materials for you from other libraries	25	29	54	30	28	58
Bookmobiles that carry a selection of materials	31	32	63	21	35	56
Films, filmstrips and slides that can be borrowed	28	32	60	18	39	57
Newspapers from out of state	10	34	44	33	31	64
Microreproductions for reference	8	20	28	30	21	51

(CONTINUED NEXT PAGE)

TABLE V - 1 (continued)

	SECONDARY SCHOOL STUDENTS			COLLEGE STUDENTS		
	HAVE USED (%)	HAVE NOT USED (%)	TOTAL AVAILABILITY (%)	HAVE USED (%)	HAVE NOT USED (%)	TOTAL AVAILABILITY (%)
Story hours for children	10	54	64	19	44	63
Tape recordings, cassettes or tape cartridges	12	32	44	14	25	39
Meeting rooms for groups	9	21	30	16	31	47
Special lectures or programs on fine arts or current events	8	22	30	15	31	46
Typewriters for public use	6	15	21	13	23	36
Picture collections for in-home lending ..	10	28	38	8	29	27
Music scores	6	22	28	11	34	45
Film projectors for loaning	6	19	25	7	31	38
Books in Braille and talking books	5	26	31	3	39	41
Lists of public speakers	3	17	20	2	27	29

Other local public library services used by at least a quarter of the students include photocopy machines, phonographic records for circulation, and obtaining inter-library loans. Usage of bookmobile services are more frequently mentioned by secondary school students, as is the case with film loans. Using out-of-state newspapers and microreproductions is more frequently reported by college students.

About one-tenth of the secondary school students have used story hour services, while almost twice that proportion of college students reported their use. (In this case and in other cases where the actual service is geared to ultimate use by children, the secondary school students possibly speak more from first-hand use, while college student parents may be referring to use by their children.)

Tape recordings and cassettes are reported as used about equally by both types of students, while use of meeting rooms, special programs and lectures, public typewriters and music scores are much more frequently mentioned by college students. Among students in general, the borrowing of film projectors, using lists of public speakers and books in Braille and talking books get much lower levels of usage.

Along with the testing of these relatively common services, a number of unconventional or rarely available services were included. Students were asked to rate the potential usefulness of these services, as well as the more common ones. The proportions of students who felt that these new types of services might be useful to them is indicated in Table V - 2.

For most of these new services tested, potential usefulness was reported by a majority of students. Over two-thirds of both types of students felt that public catalogues of library materials, the reference service over cable TV, mail order service or lending a variety of materials would be useful to them. High levels of interest were also expressed for the suggested closed circuit TV rooms and videotape facilities. Use of a channel of a cable TV station to explain library services was somewhat more appealing to college students, while around half felt having a wire service printer in the library would be useful.

Both circulation of toys and games and availability of tickertape were less frequently mentioned as possibly useful.

Table V - 3 presents this data on potential usefulness of new services, this time in terms of its relationship to the projected usefulness of commonly existing services. With a few exceptions, student interest in all of these public library

TABLE V - 2

POTENTIAL USEFULNESS OF SELECTED NEW TYPES OF PUBLIC LIBRARY SERVICES

	SECONDARY SCHOOL STUDENTS (%)	COLLEGE STUDENTS (%)
Catalogues of library materials of general interest put in a number of public places besides libraries or mailed to individuals so that it would not be necessary to go down to the library if you wanted to see if they had a particular book	76	76
A reference system using cable television so that you could call the library and they could show you a page, map, or whatever you asked about on your television screen	78	73
Mail order services so that you could order materials from a library catalogue and return them by mail, postage free	71	72
Lending a variety of materials for study, such as games, science demonstration, small animals, sculpture, or antiques	71	69
Television rooms in libraries for regular programming and with closed-circuit TV which could show special educational programs or movies	63	73
Videotape facilities.	59	58
Libraries using a channel of a cable TV system to talk about new books and services they offer	47	64
A wire service printer, like a newspaper, television, or radio station that would be available to the public so that you would get news as fast as possible	53	47
Toys and games for circulation	27	31
Having a tickertape for instant stock market information in the library and available to the public	24	32

TABLE V - 3

POTENTIAL USEFULNESS TO STUDENTS OF SELECTED LIBRARY SERVICES, IF AVAILABLE LOCALLY

	SECONDARY SCHOOL STUDENTS (%)	COLLEGE STUDENTS (%)
Lending books and other publications	97	97
A reference section to look up particular facts	92	96
Back issues of magazines for reference	87	92
A list of materials on a topic and bibliographies	81	92
Obtaining materials for you from other libraries	80	89
Photocoping machines for public use	78	90
Phonographic records that can be borrowed	76	77
Catalogues of library materials in public places	76	76
Reference service using cable TV	78	73
Tape recordings, cassettes or cartridges	76	73
Films, filmstrips and slides that can be borrowed	76	72
Newspapers from out of state	65	79
Mail order services	71	72
Lending of a variety of materials for study	71	69
TV rooms in libraries	63	73
Bookmobiles that carry a selection of materials	68	66
Microreproductions	51	78
Special programs or lectures	51	74
Film projectors for loan	58	62
Typewriters for public use	61	58
Videotape facilities	59	58
Channel of cable TV to tell about library services	47	64
Meeting rooms for groups	52	58
Wire service printer	53	47
Lists of public speakers	40	50
Music scores	44	46
Story hours for children	35	48
Picture collections for in-home lending	41	39
Toys and games for circulation	27	31
Tickertape	24	32
Books in Braille and talking books	26	24

programs exceeds that of the general adult non-student population. (The exceptions include such child-rearing related services as story hours or the loaning of toys and games.)

The largest differences between college and secondary school students perceptions of the usefulness of services was in the area of microreproductions, special cultural programs or public lectures, and using cable TV to describe library services. College students were also more interested in bibliographies, inter-library loans, usage of photocopy facilities, out-of-state newspapers, and closed circuit TV rooms. At a lower overall interest level, college students were more likely to see lists of public speakers or story hours as useful.

A good deal of the higher interest in these library services is at least partially due to the greater familiarity and experiences of students, especially college students, with libraries in general and with a wider range of service usage.

VI STUDENT ATTITUDES TOWARD LIBRARIES AND THEIR PURPOSES

A series of questions were also presented to the students in the sample concerning attitudes towards libraries in general, including all types. For most secondary school students, attitudes would be based on the libraries which they currently use or have used in the past -- the secondary school and public libraries. College students, likewise, base their responses on college and public libraries, with some reference to their past usage of secondary school libraries.

A. Attitudes Toward Libraries in General

Tables VI - 1 and VI - 2 present the responses of secondary school students and college students to positive and negative statements about libraries in terms of agreement or disagreement with each one.

As was the case in the statewide sample, Table VI - 1 shows agreement with any of these positive statements as high. However, students do express more disagreement than the non-student sample. There is little disagreement that libraries offer an opportunity for self-improvement, and that libraries do a good job of supplying materials for students and children (although in this latter case, agreement is not nearly as strong).

About one-tenth of the secondary school students disagreed with the statement that most people do not take full advantage of services provided by their libraries. Additionally, about one in ten of the college and secondary school students felt library personnel were generally less than helpful.

Agreement with the positive attitudes concerning libraries is generally higher among college students than their younger counterparts. Likewise, agreement with the negative statements shown in Table VI - 2, which constitutes a criticism of libraries, is lower among college students.

In Table VI - 2, the feeling that libraries are more concerned about books than people is characteristic of over one-third of the high school students, and about a quarter of the college students. The feeling that libraries cater to a few particular types of people is more common among secondary school students.

TABLE VI - 1

STUDENTS GENERAL ATTITUDES TOWARD LIBRARIES:
POSITIVE PROJECTED STATEMENTS

	STRONGLY AGREE	GENERALLY AGREE	GENERALLY DISAGREE	STRONGLY DISAGREE	DON'T KNOW	TOTAL
If a person knew how to use the library, he could definately improve himself						
(S.S.STU.) %	40	53	4	-	3	100
(COL.STU.) %	58	36	4	-	2	100
Most people don't take advantage of all the services that libraries could provide for them ..						
(S.S.STU.) %	29	59	9	1	2	100
(COL.STU.) %	53	46	1	-	-	100
Libraries usually do a good job of supplying materials for children and students						
(S.S.STU.) %	25	71	3	1	*	100
(COL.STU.) %	29	68	2	1	-	100
People who work in libraries are usually very willing to help you.....						
(S.S.STU.) %	26	63	10	-	1	100
(COL.STU.) %	32	60	8	-	-	100

*LESS THAN .5%

TABLE VI - 2

STUDENTS GENERAL ATTITUDES TOWARD LIBRARIES:
NEGATIVE PROJECTED STATEMENTS

	STRONGLY AGREE	GENERALLY AGREE	GENERALLY DISAGREE	STRONGLY DISAGREE	DON'T KNOW	TOTAL
Libraries are usually more concerned about books than about people						
(S.S.STU.)%	6	30	44	13	7	100
(COL.STU.)%	3	21	53	16	7	100
Libraries seem to cater to a few particular types of people						
(S.S.STU.)%	3	24	43	24	6	100
(COL.STU.)%	4	14	57	21	4	100
You can usually get a better selection of books at a book store rather than a library						
(S.S.STU.)%	6	16	42	31	5	100
(COL.STU.)%	-	11	47	38	4	100
Libraries are too old-fashioned and formal						
(S.S.STU.)%	4	10	54	31	1	100
(COL.STU.)%	2	13	60	24	1	100
Being in a library makes me uncomfortable						
(S.S.STU.)%	3	15	46	35	1	100
(COL.STU.)%	1	11	40	48	-	100
Libraries don't have much of interest for the average person ...						
(S.S.STU.)%	1	13	49	34	3	100
(COL.STU.)%	1	7	48	41	3	100

Criticism of selection is also slightly higher for secondary school students, but the feeling that libraries are too old-fashioned and formal is agreed to by about one in seven students of both types. Just under one-fifth of the secondary students and one-eighth of the college students said they felt uncomfortable about being in a library. Secondary school students were also more likely to feel that libraries had little to offer the average person.

While the responses to these questions show basically positive attitudes towards libraries among Colorado students, it should be noted that students, perhaps through their greater degree of usage, involvement, and interest, are generally more criitical in their attitudes than the adult non-students in the state. Of the two groups, secondary school students attitudes are more critical of the general concept.

B. Purposes of Libraries

A series of library purposes was presented to students for their reactions, and the results are presented in Table VI - 3. As with the statewide sample, Colorado students expressed a high degree of agreement. Helping people find answers to questions, contributing to general well-being, and helping the isolated and underpriviledged, enjoyed the highest levels of agreement. In each of these, the college students expresses stronger agreement, while secondary school students were more prone to generally agreeing.

College students continued their high agreement with these selected library purposes for two additional concepts -- the stimulation of creative thinking and the opportunity for life-long personal development. It was with these two statements that secondary school students felt notably less intense agreement. The two latter purposes -- providing re-training and improving decisions -- drew lower levels of agreement from both types of students, as was the case with the statewide population.

C. Particular Library Issues

Two direct quesions were also asked, regarding specific issues of concern to libraries -- the consolidation of school and public library in small communities and the charging of user fees. Data from these questions are presented in Tables VI - 4 and VI - 5.

TABLE VI - 3

STUDENT AGREEMENT WITH PROJECTED LIBRARY PURPOSES

	STRONGLY AGREE	GENERALLY AGREE	GENERALLY DISAGREE	STRONGLY DISAGREE	DON'T KNOW	TOTAL
Help people find answers to questions						
(S.S.STU.) %	49	47	4	-	-	100
(COL.STU.) %	59	38	1	1	1	100
Contribute to the pleasure and general well-beings of the people						
(S.S.STU.) %	40	52	3	2	3	100
(COL.STU.) %	59	38	2	-	1	100
Help people now largely isolated and excluded by their lack in education and training						
(S.S.STU.) %	47	45	4	*	4	100
(COL.STU.) %	51	44	2	1	2	100
Open new avenues of intellectual experience and stimulate creative thinking ...						
(S.S.STU.) %	29	61	5	1	4	100
(COL.STU.) %	60	35	3	1	1	100
Provide opportunities for continuous, life-long self-education and personal development ..						
(S.S.STU.) %	30	58	8	2	2	100
(COL.STU.) %	57	35	5	-	3	100
Provide information for retraining individuals						
(S.S.STU.) %	27	60	8	-	5	100
(COL.STU.) %	30	57	8	1	4	100
Improve the basis for public and private decisions						
(S.S.STU.) %	21	59	11	3	6	100
(COL.STU.) %	35	46	9	2	8	100

*LESS THAN .5%

TABLE VI - 4

OPINIONS ON IDEA OF COMBINING PUBLIC SCHOOL LIBRARY AND PUBLIC LIBRARY

In some areas of Colorado, which are served by only one small public library, the public library could be combined with the public school library so that all materials would be available to both students and adults in the community. Do you feel that this would be a good idea or not?

	SECONDARY SCHOOL STUDENT (%)	COLLEGE STUDENT (%)	ADULT NON-STUDENT (%)
FAVOR (good idea)	83	80	73
OPPOSE (not good idea)	13	17	21
NO OPINION	4	3	6
	100	100	100

TABLE VI - 5

OPINIONS OF USER FEES FOR PUBLIC LIBRARIES

At present, almost all library funds come from federal, state and local governments - that is, from taxes. Library services are provided to the public free of charge.

In your opinion, should libraries continue to provide their services without charge and be supported by taxes or should they charge small fees to the people who use library services and require less tax money?

	SECONDARY SCHOOL STUDENTS (%)	COLLEGE STUDENTS (%)	ADULT NON-STUDENTS (%)
SHOULD CONTINUE FREE	81	89	77
SHOULD CHARGE USERS	12	9	17
NO OPINION	7	2	6
	100	100	100

On the question of combining public and school libraries, the combination was supported by more than six to one among secondary school students, and just under five to one among college students. The opinion that libraries should continue to offer services without charge was characteristic of college students by almost ten to one, and of secondary school students by almost seven to one.

Both issues presented here were in general form, and require further refinement in cases of individual decisions. For instance, in different communities the issue might take on different aspects if a combination of public and school libraries were suggested. Likewise, if user fees were to be limited to a few particular services (rather than as a general rule) the idea might meet with more acceptance. In the general case, however, public opinion favors such combinations of resources and opposes user fees.

D. Summary of Student Library Images

Drawing from the above attitudinal data -- as well as data concerning perception and usage of available library services, usage of libraries, and ratings of both school and public libraries -- this sub-section will attempt to summarize the general findings with regard to the images that students have regarding libraries.

As is the case with the general population, student attitudes towards libraries, at least in the ideal, are highly favorable. However, perhaps due to greater usage, involvement and interest, students are more likely to criticize the impersonality or limitations of these facilities. Secondary school students are somewhat more prone to be critical of libraries, and notably less idealistic in the purposes which they feel libraries can or should fulfill.

Both college and secondary school students are generally more aware of library services, make more use of available library services, and feel more prone to use proposed new services than do non-students.

In their evaluations of their school libraries, secondary school students are relatively more critical than they are with public libraries. They seem to feel least favorable toward the staff of their school libraries and, to a lesser degree, toward the collection. The public library serves in a number of cases as a satisfactory backup or alternative to a secondary school library.

College students, however, seem relatively satisfied with their school libraries and see the public library as lacking the breadth or depth of collection to which they may have become accustomed in college libraries. To these students, the public library serves more as a convenience.

The more negative attitudes toward libraries in general expressed by secondary school students may be the results of their experiences with secondary school libraries, while college student idealism and more favorable attitudes may reflect their current usage of college libraries.

Since these data are not longitudinal, and do not follow the same individuals over time, there is no direct basis for assuming that a change in attitudes takes place when a secondary school student becomes a college student and begins to use a college library. However, it has been noted in the previous volume that non-student users of public libraries typically have some college background.

As a tentative hypothesis, it might be proposed that satisfaction with student library facilities is more conducive to later non-student usage of public libraries. In cases where the individual has used college facilities -- and been generally satisfied with the results -- he may be more likely to use the public library later in life.

There also exists the factor of competence. Most college students would, presumably, have had experience in the use of secondary school libraries in addition to college and public library usage. They may be more knowledgeable in general library procedures and techniques, to the point of finding it desirable to have a library where they can "help themselves." This greater experience could explain the greater tendency of college students to use a library to satisfy their information needs, and their more favorable attitudes and more optimistic outlook. The lower level of library skills among secondary school students may result in more frustration and lower regard for what libraries are or can be.

VII AN ASSESSMENT OF THE INFORMATION NEEDS OF COLORADO STUDENTS

As described in the general summary, the initial portion of the survey -- completed prior to revealing sponsorship -- dealt with the types of information the individual felt they might need or want. "Information" was defined to respondents as follows:

> "Information" includes all the facts or ideas that you need at different times for your work, your hobbies, your home life, your entertainment, or any other part of your life. We want to include in the term "information" not just facts you need, but also things that are interesting or entertaining to you. For the purposes of this study, information means all types of facts whether recorded on films, in books, in pictures, on phonographic records or tapes, or available by word of mouth from someone who may know.

This definition departs from and enlarges the common concept in two ways. People generally think of "information" as connoting some utilitarian value, and also as being in factual form. As such, information is "needed", and can be useful. The current definition enlarges the concept to include purely pleasurable "information", such as fiction, music and things of an artistic or pleasurable nature.

Such an expansion of the definition was necessary in recognition of the fact that the same specific source, for example, a philosophy text, may be of utilitarian value to a student with a term paper to complete, or entertaining or stimulating to another person who may or may not derive some direct use from the concepts contained within.

Information, as used in this study, also is not limited to print media, or even to visual media as in the common definition. Information could be derived from film, videotape, audio-recordings, graphics, or even word of mouth.

Thus, this concept of information includes all types of stimulation in visual or auditory form, provided the stimuli are wanted -- either for some utilitarian value or for enjoyment. Under this definition, the individual's viewpoint decides what is information and what is not. A siren in the streets is not necessarily information to someone sitting inside his home.

He may know its meaning, but consider it an annoyance. To a driver out on the street, however, it is information upon which he should take prescribed action.

Faced with the almost infinite number of possible types of information under this broader definition, certain types were then selected as being possibly relevant to libraries. Ultimately, 73 "types of information" were selected for the survey, including information on personal topics such as raising children or legal information, to entertaining information such as movies and best-sellers, to abstract topics of interest such as ecology or philosophy. In the selection of these topics, an attempt was made to cover the individual in many different aspects of his life -- business, education, home life, job -- but the impossibility of including each possible type of information becomes apparent. The types of information used here are only a representation of the myriad of types which a library could conceivably provide. Some are very specific while others are general. Within each topic numerous subdivisions could be made. These data cannot, in most cases, serve to suggest the stocking of a library in order to meet the public's needs for information. They do, however, give some relative perspective to the topics of interest, and perhaps more importantly, the extent to which a library could be expected to provide the type of information.

For purposes of testing, respondents were handed sets of the types of information grouped under a common heading. The headings, in their order or presentation, were as follows:

* Personal/Family
* Business and Law
* How-To-Do-It
* Current Happenings
* Best-selling Books
* Entertainment/Enjoyment
* Job Related Information
* Your Local Community
* Education
* Foreign Languages
* Topics of General Interest

These were presented to respondents in card form, and the following question was asked:

> Q. Different people want or need different types of information. Would you please look at this card and tell me, for each category of information listed here, whether you will probably want or need information on these topics or not.

It should be noted that this question was the initial question of the survey. Furthermore, no mention of libraries had been made prior to this question in an attempt to avoid having respondents think only in terms of libraries as sources of information.

When the respondent had indicated needing or wanting each listed type, he was further questioned. The secondary question, with its introduction, was:

> INTRODUCTION
>
> This study is being conducted by the libraries of Colorado to help them in their planning of future services to the people of the state. Some people regularly use libraries for a number of different kinds of information, and other people use other sources.
>
> Q. I'd like to go back over the categories in which you say you may need or want certain types of information. The first one is (READ FIRST). If you needed or wanted information of this type, do you think that you would use a library for any of this type of information or that you would probably get all the information you would need from some other source?

In this way the attempt was made to ascertain whether a library might be used for any information of the type mentioned as needed or wanted. Table VII - 1 shows the results of these questions.

The two columns to the left concern secondary school students while the two on the right are comparable figures among college students. The first figure indicates the total proportion who felt the particular type of information would be needed or wanted. To the right is the proportion that both felt information of this type would be needed or wanted, and also said that their need might be satisfied, at least partially, at the library.

The table is arranged in rough rank ordering. Categories and sub-categories are arranged on an equal-weighted average for both types of students by the proportion expressing interest in the categories -- the proportion who felt such information would be needed or wanted by them.

TABLE VII - 1

CATEGORIES OF INFORMATION NEEDED OR WANTED, AND POTENTIAL LIBRARY USAGE

	SECONDARY SCHOOL STUDENTS		COLLEGE STUDENTS	
	WANT OR NEED THIS TYPE OF INFORMATION (%)	NEED AND USE LIBRARY (%)	WANT OR NEED THIS TYPE OF INFORMATION (%)	NEED AND USE LIBRARY (%)
BEST-SELLING BOOKS:				
Non-fiction	55	52	68	57
Fiction	59	57	62	51
CURRENT HAPPENINGS:				
Available movies & plays	65	6	85	7
News & current events	61	19	80	29
Upcoming special TV programs	60	3	54	2
Weather conditions & forecasts	47	4	62	6
Lectures on current events on the arts	26	13	66	26
EDUCATION:				
Available schools & courses	64	22	75	45
General reference materials for study	60	53	69	69
Home study courses on a topic of interest	36	24	34	23
ENTERTAINMENT/ENJOYMENT:				
Music for enjoyment	66	16	77	18
Recent movies to watch	62	4	63	5
Non-fiction books	56	53	69	64
Fiction books	55	51	65	59
Special TV programs	59	4	60	5
Movie classics to watch	45	10	57	8
Graphic arts	40	29	58	38
Entertainment for children	37	15	44	31
Music scores to play	22	6	36	14

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TABLE VII - 1 (continued)

	SECONDARY SCHOOL STUDENTS		COLLEGE STUDENTS	
	WANT OR NEED THIS TYPE OF INFORMATION (%)	NEED AND USE LIBRARY (%)	WANT OR NEED THIS TYPE OF INFORMATION (%)	NEED AND USE LIBRARY (%)
TOPICS OF GENERAL INTEREST:				
Ecology	59	37	77	60
The arts	53	38	77	68
Education	57	38	66	60
Literature	49	44	72	70
Science	60	49	58	54
History	51	47	52	52
Psychology	36	31	67	60
Information & communication	48	35	55	49
Philosophy	37	18	66	33
Social sciences	43	37	57	53
Religion	43	19	53	44
Mathematics	60	34	36	31
Technology & society	39	30	50	43
Languages	46	40	38	37
Technology	34	26	41	36
Agriculture	35	24	30	24
YOUR LOCAL COMMUNITY:				
Locating products/services in the area	42	13	60	18
Services of city/county/state	43	21	59	33
Names of local experts	36	19	52	29
Local history	39	35	44	41
JOB RELATED INFORMATION:				
Special jobs/careers	66	37	55	41
Employment procedures	65	25	46	20
Available local training	50	17	39	13
Home training courses	26	13	17	5

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TABLE VII - 1 (continued)

	SECONDARY SCHOOL STUDENTS		COLLEGE STUDENTS	
	WANT OR NEED THIS TYPE OF INFORMATION (%)	NEED AND USE LIBRARY (%)	WANT OR NEED THIS TYPE OF INFORMATION (%)	NEED AND USE LIBRARY (%)
HOW-TO-DO-IT:				
Automobile repairs	67	33	54	18
Crafts	57	42	54	44
Repairs around the house	50	27	45	26
Games & sports	55	30	39	24
Photography	45	33	47	40
Cooking	40	18	51	22
Raising animals & pets	45	36	32	24
Gardening	33	25	43	29
Driving an automobile	54	10	20	9
Basic construction/ building skills	38	24	31	16
Furniture construction	26	15	28	19
BUSINESS & LAW:				
Consumer information on products	51	27	61	42
Taxes	52	21	60	20
Personal legal information	42	14	56	19
Local ordinances	36	17	46	19
Social security	44	14	37	9
Investing money	28	14	48	18
Stock market reports	17	6	15	6
PERSONAL/FAMILY:				
General self-improvement	56	31	62	34
Medical & health care	40	22	57	28
Nutrition	35	24	56	39
Children's education and schools	34	20	52	32
Home money management	33	14	41	16
Raising children	25	11	41	28
Indoor games	33	15	20	12
Family counseling	22	3	25	13
Geneology	20	13	26	20
FOREIGN LANGUAGES:				
Material in languages other than English	42	34	30	26
Home study of a foreign language	36	26	32	21
Translation service	27	17	23	14

By way of example, the average interest taken in the first category, by both secondary and college students, is the highest average of all the categories. The higher average of the two sub-categories was for non-fiction best sellers -- although by barely a percentage.

Among college students, interest in both sub-categories was higher than for secondary school students. The college students questioned were slightly more likely to express interest in non-fiction (68%) than non-fiction (62%), while the opposite was true for high school students, of whom 59% felt they may need or want best-selling fiction and 55% wanted non-fiction.

In terms of using a library for this type of information, a majority of both types of students would do so. Among secondary school students, for example, 55% felt they would need or want best-selling non-fiction, and 52% said they would probably seek to satisfy part of this need at a library. Thus, the proportion needing or wanting the information, divided into the proportion who would need and use the library, is about 95%. This latter percentage, an implied proportion, will be referred to as "tendency to use the library for the type of information."

Thus, these data can be viewed in a number of different ways. First, they indicate the relative need or desire for the generic type of information. They also indicate the proportion of people who feel that they might use a library for information of the type. A third variable, the tendency to use a library for the type of information, can be inferred from the relationship between the total proportion who may seek the type of information (first column) and the proportion who may seek part of it at a library (second column).

From an overview of these data, a few general comments can be made. Students, whether college or secondary school, are more likely to express interest in most of the sub-categories presented. To that extent, they appear more oriented to seeking information than the non-student adults. The proportion that expressed interest and would use a library (second column) is, predictably, also much higher among students. As we have noticed in Section I, students are heavier users of libraries in general.

In "tendency to use a library for a particular type of information", students are also higher than non-students, but by a closer margin. Although fewer non-student adults seek information of the types contained in this survey, the proportion of those who do, who would seek it at a library is only slightly lower than the comparable proportion for students. The major difference between students and non-students becomes a matter of lower levels of interest in information.

Between college students and secondary school students, college students are slightly higher in overall interest, library usage, and tendency to use a library for particular needs.

Table VII - 2 uses the same proportions as appear in Table VII - 1, initial columns, and rank orders these percentages by proportion expressing interest in each sub-category, regardless of the major category in which each appeared. The generally higher proportion of college students expressing interest is apparent from these data.

Also, differences in areas of interest appear. Notice that automobile repairs was mentioned as being of interest to the highest proportion of secondary school students, while for college students this topic fell more in the middle of the rank ordering. Topics dealing with TV and employment were also of greater relative interest to secondary school students.

For college students, non-fiction ranked relatively high, as did such topics as psychology, philosophy, and announcements of upcoming lectures, while fewer secondary school students felt a need for this type of information. For both college and secondary school students, the topics of music, entertainment announcements and movies were in the highest group, along with news/current events and general reference materials.

Another series of rank orderings, appearing in Table VII - 3, relates to the tendency of these who express interest in a topic to seek such information in a library. The proportions that appear are calculated by dividing the proportion expressing interest in the topic into the proportion who said they would use a library for part of this information need.

For secondary school students, the general topic of books -- as well as history, reference materials and some topics of general interest -- elicits a high tendency to "think library." College students are somewhat less likely to turn to a library for best-sellers, presumably due to their stated willingness to purchase books.

The ranking here could be thought of along the lines of what students expect to find in libraries. It is interesting to note that some topics of common highest interest to both types of students are much less frequently thought of as being provided by a library. These include music, news and current events, movies and entertainment news. For secondary school students, televised information and information on upcoming TV shows is an area of great interest for which few consider libraries as appropriate sources.

TABLE VII - 2

RANK ORDERINGS OF PROPORTION OF STUDENTS
EXPRESSING INTEREST IN SUB-CATEGORIES

SECONDARY SCHOOL STUDENTS		COLLEGE STUDENTS	
EXPRESSING INTEREST %	SUB-CATEGORY	EXPRESSING INTEREST %	SUB-CATEGORY
HIGHEST RELATIVE INTEREST:		HIGHEST RELATIVE INTEREST:	
67	Automobile repairs	85	Available movies & plays
66	Music for enjoyment	80	News & current events
66	Special jobs, careers	77	Music for enjoyment
65	Available movies & plays	77	Ecology
65	Employment procedures	77	The arts
64	Available schools and courses	75	Available schools and courses
62	Recent movies to watch	72	Literature
61	News & current events	69	General reference materials for study
60	Upcoming special TV programs	69	Non-fiction books
60	General reference materials for study	68	Non-fiction best sellers
60	Science	67	Psychology
60	Mathematics	66	Lectures on current events and the arts
59	Fiction best sellers	66	Education
59	Special TV programs	66	Philosophy
59	Ecology	65	Fiction books
		63	Recent movies to watch
HIGHER RELATIVE INTEREST:		HIGHER RELATIVE INTEREST:	
57	Education	62	Fiction best sellers
57	Crafts	62	Weather conditions and forecasts
56	Non-fiction books	62	General self-improvement
56	General self-improvement	61	Consumer information on products
55	Non-fiction	60	Special TV programs
55	Fiction best sellers	60	Locating products and services
55	Games and sports	60	Taxes
54	Driving an automobile	59	Services of the city/ county/state
53	The arts	58	Graphic arts
52	Taxes		
51	History		
51	Consumer information on products		

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TABLE VII - 2 (continued)

SECONDARY SCHOOL STUDENTS		COLLEGE STUDENTS	
%	SUB-CATEGORY	%	SUB-CATEGORY
HIGHER RELATIVE INTEREST (cont.)		HIGHER RELATIVE INTEREST (cont.)	
50	Available local training	58	Science
50	Repairs around the house	57	Movie classics to watch
49	Literature	57	Social sciences
		57	Medical & health care
		56	Personal legal information
		56	Nutrition
MODERATE RELATIVE INTEREST:		MODERATE RELATIVE INTEREST:	
48	Information & communication	55	Information & communication
47	Weather conditions and forecasts	55	Special jobs, careers
46	Language	54	Upcoming special TV programs
45	Movie classics to watch	54	Automobile repairs
45	Photography	54	Crafts
45	Raising animals & pets	53	Religion
44	Social security	52	History
43	Social sciences	52	Names of local experts
43	Religion	52	Childrens education and schools
43	Services of city/ county/state	51	Cooking
42	Locating products and services	50	Technology & society
42	Personal legal information	48	Investing money
42	Materials in language other than English	47	Photography
40	Graphic arts	46	Employment procedures
40	Cooking	46	Local ordinances
40	Medical & health care		
LOWER RELATIVE INTEREST:		LOWER RELATIVE INTEREST:	
39	Technology & society	45	Repairs around the house
39	Local history	44	Entertainment for children
38	Basic construction/ building skills	44	Local history
37	Entertainment for children	43	Gardening
37	Philosophy	41	Technology
36	Home study courses on topic of interest	41	Home money management
36	Psychology	41	Raising children
		39	Available local training
		39	Games & sports

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TABLE VII - 2 (continued)

SECONDARY SCHOOL STUDENTS		COLLEGE STUDENTS	
%	SUB-CATEGORY	%	SUB-CATEGORY
LOWER RELATIVE INTEREST (cont.)		LOWER RELATIVE INTEREST (cont.)	
36	Names of local experts	38	Languages
36	Local ordinances	37	Social security
36	Home study of a foreign language	36	Music scores to play
35	Agriculture	36	Mathematics
35	Nutrition	34	Home study courses on a topic of interest
34	Technology	32	Raising animals & pets
34	Childrens education and schools	32	Home study of a foreign language
33	Gardening		
33	Home money management		
33	Indoor games		
LOWEST RELATIVE INTEREST:		LOWEST RELATIVE INTEREST:	
28	Investing money	31	Basic construction/ building skills
27	Translation service	30	Agriculture
26	Lectures on current events & the arts	30	Materials in language other than English
26	Home training courses	28	Furniture construction
26	Furniture construction	26	Geneology
25	Raising children	25	Family counseling
22	Music scores to play	23	Translation service
22	Family counseling	20	Driving an automobile
20	Geneology	20	Indoor games
17	Stock market reports	17	Home training courses
		15	Stock market reports

TABLE VII - 3

RANK ORDERINGS OF SUB-CATEGORIES BY TENDENCY TO USE LIBRARY FOR PART OF INFORMATION NEEDS (PROPORTIONS OF THOSE WHO EXPRESS INTEREST WHO WOULD SEEK INFORMATION AT A LIBRARY)

SECONDARY SCHOOL STUDENTS		COLLEGE STUDENTS	
TENDENCY TO USE LIBRARY (%)	SUB-CATEGORY	TENDENCY TO USE LIBRARY (%)	SUB-CATEGORY
HIGHEST RELATIVE TENDENCY:		HIGHEST RELATIVE TENDENCY:	
97	Best selling fiction	100	General reference material
95	Best selling non-fiction	100	History
95	Non-fiction books	97	Literature
93	Fiction books	97	Languages
92	History	93	Local History
90	Local history	93	Social sciences
90	Literature	93	Science
88	General reference material	93	Non-fiction books
87	Languages	91	Fiction books
86	Psychology	91	Education
86	Social sciences	90	Psychology
82	Science	89	Information & communication
81	Materials in language other than English	88	The arts
80	Raising animals & pets	88	Technology
HIGHER RELATIVE TENDENCY		HIGHER RELATIVE INTEREST	
77	Technology & society	87	Materials in language other than English
76	Technology	86	Technology & society
76	Gardening	86	Mathematics
74	Crafts	85	Photography
73	Photography	84	Non-fiction best sellers
73	Information & communication	83	Religion
73	Graphic arts	82	Fiction best sellers
72	Home study of foreign language	81	Crafts
72	The arts	80	Agriculture
69	Nutrition	78	Ecology
69	Agriculture	77	Geneology
67	Education	75	Raising animals & pets
67	Home study courses on topic of interest	75	Special jobs, careers
65	Geneology	70	Nutrition
63	Basic construction/ building skills	70	Entertainment for children
63	Ecology		
63	Translation service		

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TABLE VII - 3 (continued)

SECONDARY SCHOOL STUDENTS		COLLEGE STUDENTS	
MODERATE RELATIVE TENDENCY		MODERATE RELATIVE TENDENCY	
59	Childrens Education/schools	69	Consumer information
58	Furniture construction	68	Furniture construction
57	Mathematics	68	Raising children
56	Special jobs, careers	68	Home study courses on topic of interest
55	Medical & health care	67	Gardening
55	General self-improvement	66	Home study of foreign language
55	Games & sports	66	Graphic arts
54	Repairs around the house	62	Childrens education/schools
53	Consumer information on products	62	Games & sports
53	Names of local experts	61	Translation service
50	Lectures on current events & fine arts	60	Indoor games
50	Investing money	60	Available schools & courses
50	Home training courses	58	Repairs around the house
49	Philosophy	56	Services of city/county/state
49	Services of city/county/state	56	Names of local experts
49	Auto repairs	55	General self-improvement
LOWER RELATIVE TENDENCY		LOWER RELATIVE TENDENCY	
47	Local ordinances	52	Basic construction/ building skills
45	Indoor games	52	Family counseling
45	Cooking	50	Philosophy
44	Raising children	49	Medical & health care
44	Religion	45	Driving an automobile
42	Home money management	43	Employment procedures
41	Entertainment for children	43	Cooking
40	Taxes	41	Local ordinances
38	Employment procedures	40	Stock market reports
35	Stock market reports	39	Home money management
34	Available schools & courses	39	Lectures on current events and fine arts
33	Personal legal information	39	Music scores to play
32	Social security	38	Investing money
31	News & current events	36	News & current events
31	Locating products & services	34	Personal legal information
		33	Taxes
		33	Automobile repairs
		33	Available local training

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TABLE VII - 3 (continued)

SECONDARY SCHOOL STUDENTS		COLLEGE STUDENTS	
LOWEST RELATIVE TENDENCY		LOWEST RELATIVE TENDENCY	
27	Music scores to play	30	Locating products & services
24	Music for enjoyment	29	Home training courses
22	Movie classics to watch	24	Social security
19	Driving an automobile	23	Music for enjoyment
14	Family counseling	14	Movie classics to watch
09	Weather conditions & forecasts	10	Weather conditions & forecasts
09	Available movies & plays	08	Available movies & plays
07	Special TV programs	08	Recent movies to watch
06	Recent movies to watch	08	Special TV programs
05	Upcoming TV specials	04	Upcoming TV specials

The results underscore a previous impression, that libraries are commonly conceived as primarily devoted to print media, rather than offering a variety of media.

The results of two additional questions are reported in the final two tables. Table VII - 4 deals with foreign languages in which students claim some capability and feel they would enjoy reading. For secondary school students, this is most often Spanish, while college students are almost equally interested in Spanish and French.

The final table also provides some insight into media habits, and perhaps explains relative interest in such topics as television. The most frequently mentioned media, on an equal-weighted average, was radio, particularly among college students. For secondary school students, TV was more frequently mentioned than radio as a daily habit.

For the four remaining media -- newspapers, recordings, magazines or books -- all were more frequently attended by college students. Note that among college students newspapers are more often a daily habit than recordings. The reverse is true for secondary school students, where the broadcast and recording medias are primary.

TABLE VII - 4

LANGUAGES OTHER THAN ENGLISH IN WHICH STUDENTS WOULD ENJOY READING

	SECONDARY SCHOOL STUDENTS (%)	COLLEGE STUDENTS (%)
Spanish	8	6
French	3	7
German	3	2
Russian	-	2
Italian	1	-
Other European	1	-
All Other	*	1
None, other than English	84	82
	100	100

* LESS THAN .5%

TABLE VII - 5

STUDENTS FREQUENCY OF SELECTED MEDIA ACTIVITY BY STUDENT STATUS

HOW OFTEN DO YOU:	EVERY DAY	ALMOST EVERYDAY	EVERY OTHER DAY	ONCE OR TWICE A WEEK	LESS THAN WEEKLY	TOTAL
Listen to radio						
(S.S.STU.) %	72	13	5	5	5	100
(COL.STU.) %	87	7	2	3	1	100
Watch television?						
(S.S.STU.) %	81	8	4	3	4	100
(COL.STU.) %	53	13	8	16	10	100
Read a newspaper?						
(S.S.STU.) %	43	19	11	18	9	100
(COL.STU.) %	74	10	7	6	3	100
Listen to a recording?						
(S.S.STU.) %	52	16	11	14	7	100
(COL.STU.) %	68	11	3	10	8	100
Read a magazine or periodical?						
(S.S.STU.) %	11	10	15	39	25	100
(COL.STU.) %	18	9	18	41	14	100
Read a book?						
(S.S.STU.) %	17	9	8	22	44	100
(COL.STU.) %	31	14	12	13	30	100